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AUTHOR Roberson, Don; And Others
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ABSTRACT

The purpose of Project WIEDS in 1977-78 was to initiate a pilot research effort designed to identify and describe successful desegration strategies and remaining areas of need in selected desegregated schools. Two sources of data were used for the purpose of the study; desegregation literature and selected school district personnel within a close proximity of Austin, Texas. A comprehensive review of the literature was conducted by the WIEDS project team, and on site interviews were conducted with central office personnel, principals, and teachers in two selected school districts. Both of these data collection methods categorized findings in terms of three types of strategies; (1) administrative/governance; (2) staff development; and (3) teaching/learning. The literature indicated that school desegregation does not occur in a vacuum, i.e., that local and national conflicts and consensus help to determine the particular direction judicial and governing bodies will take when they decide that school systems will be desegregated. The review also indicated information regarding the pressures to desegregate schools and the effects of these efforts. The results of the field study indicated that the desegregation process for a school district usually begins in a legal context via some judicial or governmental action. These findings hold implications for future research and strategies in the area of school integration. (Author/AM)

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FINAL REPORT FOR
NOVEMBER 1, 1977 TO MAY 31, 1978

PROJECT:
WAYS TO IMPROVE EDUCATION
IN DESEGREGATED SCHOOLS (WIEDS)

Lois Bebout

SUBMITTED TO:
NATIONAL INSTITUTE OF EDUCATION
WASHINGTON, D. C.
UNDER GRANT # OB-NIE-G-78-0108

FROM:
DIVISION OF COMMUNITY AND FAMILY EDUCATION
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 EAST 7th STREET
AUSTIN, TEXAS 78701

UD018463

outhwest Educational Development Laboratory
1 East 7th Street, Austin, Texas 78701
2/476-6261

May 26, 1978

Dr. Larry Kubota
Project Monitor
Desegregation Studies Division
National Institute of Education
Washington, D.C. 20208

Dear Dr. Kubota:

Submitted herewith is the Southwest Educational Development Laboratory's final report for Project: Ways to Improve Education in Desegregated Schools (WIEDS). This report is in compliance with the terms and conditions of Grant No. OB-NIE-G-78-0108, which ends on May 31, 1978.

The activities and findings from this initial effort represent what SEDL feels is a useful contribution to education in general and to school desegregation efforts in particular. We look forward to continuing our studies in this area.

We shall be pleased to discuss this report and provide you with additional information, if requested.

Sincerely yours,

James H. Perry

James H. Perry
Executive Director

jm

xc: Dr. Robert Chesley
Dr. Ron Henderson
Mr. Raymond Wormwood

FINAL REPORT

PROJECT: WAYS TO IMPROVE EDUCATION IN DESEGRECATED SCHOOLS (WIEDS)

Senior Researcher: Dr. Don Roberson

Staff: Lucy Newsom
Hardy Murphy*
Kevin Batt*
Suzi McCoy*
Susan Heck*
Randolph Bias*
Maryann Steele*
Ernest Fuentes*

Funded Period: 11/1/77 - 5/31/78

In Compliance with Grant No. OB-NIE-G-78-0108

Funded by: National Institute of Education
Washington, D.C.

David L. Williams, Jr., Director
Division of Community and Family Education

James H. Perry, Executive Director
Southwest Educational Development Laboratory
Austin, Texas

*Each worked in Project WIEDS, but neither were employed full time nor employed at the same time.

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1. RATIONALE

Purpose

Project WIEDS was funded by the National Institute of Education (Grant # OB-NIE-G-78-0108) as a pilot research effort to initiate studies of ways to improve education in desegregated schools (public). The term desegregation is defined in this project as the process of bringing Brown, Black, and White pupils together in public schools and creating and maintaining an atmosphere for learning which provides both equal and quality educational experiences. This process usually involves planning and implementing learning opportunities which (1) allow for expanded integration of curriculum/instructional/extra-curricular activities to meet pupil needs, (2) establish more viable intra-student, inter-student, student/staff, staff/staff interactions and relationships, and (3) help develop a better understanding, sensitivity, and respect for individuals and their uniquenesses in order to promote the best possible learning environments and experiences.

The purpose of Project WIEDS during this seven month period (11/1/77-5/31/78) was to initiate a pilot research effort which attempted to study the more successful reported practices/strategies in selected desegregated schools. WIEDS sought to do this by (1) identifying and describing these reported practices/strategies, (2) analyzing the reported practices/strategies, (3) identifying remaining areas of need, (4) comparing the reported practices/strategies with remaining areas of need, and (5) attempting to determine the extent to which there is a match and/or gap between reported successful practices/strategies and remaining areas of need in selected

desegregated schools. These activities were to represent Phase 1 of a long range (3-5 year) effort involving expanded research, development and service thrusts by WIEDS with respect to school desegregation in the SEDL region. (See pp. 67-70, 71-73 of SEDL's Long Range Plan submitted to NIE, September 1, 1977.)

Need

The need for more research in the area of school desegregation, especially that involving (1) identifying and describing practices/strategies which have been successful, (2) analyzing them for commonalities, (3) utilizing the commonalities as a basis for developing and testing new strategies to better facilitate education in desegregated schools has been discussed from several perspectives. In one sense, research reports including Rist (1975, 1977); NIE (1976 a, b); Euler, Henderson and Braun (1977); Crain, Robin, Basco and Rist (1976); U. S. Commission on Civil Rights (1976); Egerton (1977); Forehand and Ragosta (1976); Rist (1978); and Wennersten (1974) have supported the need for new school desegregation research beyond academic achievement considerations. From another perspective, requests for grant and proposal applications, e.g., DHEW-Civil Rights Technical Assistance and Training Programs-Desegregation of Public Education (Federal Register 3/20/78), NIE-Educational Equity Research Grants Program (Spring 1978) are also indicative of the need for further school desegregation research similar to what has begun in Project WIEDS. The implication from both of these perspectives seems to be very clear that a need exists and it exists in areas where there is a dearth of school desegregation research information.

Goal/Objectives

The major goal of Project WIEDS is to establish a regional base of information concerning successful strategies and remaining areas of need in desegregated schools as identified by students, community persons (parents included), teachers, principals and selected central office personnel, in order to conceptualize and produce a set of effective inservice training/staff development guidelines and models.

The long range objectives for Project WIEDS during the next five years are as follows:

G-1: To determine the extent to which certain instructional, learning, staff development and administrative strategies, styles or activities have been successful in desegregated schools.

G-2: To design, develop, and evaluate the effectiveness of conceptual inservice training/staff development models and guidelines which can further increase successful teaching/learning/administrative strategies and activities in desegregated schools.

G-3: To conceptualize, develop and test specific training materials and products for use by teachers, students, and administrators as supplements to inservice training/learning activity effectiveness in desegregated schools.

G-4: To provide technical assistance to desegregated schools with respect to implementing inservice training/staff development models, guidelines, materials and products as catalysts for teaching/learning/administrative strategies.

The specific objectives for Project WIEDS during the first phase (November 1, 1977-May 31, 1978) were as follows:

S-1: To identify the range of successful strategies/practices regarding teaching/learning activities, pre/inservice training efforts, and administrative/governance policies in selected desegregated schools.

S-2: To examine and describe how the more successful teaching/learning, staff development/training and administrative/governance strategies work in selected desegregated schools.

S-3: To develop and pretest a set of instruments which could assist in assessing staff needs and gathering information about the more successful aspects of educational practices in desegregated schools.

S-4: To assess the impact of different kinds of preservice/inservice training activities which have contributed to the conceptualization and development of successful educational strategies in selected desegregated schools.

S-5: To compare and analyze the differences between the more successful aspects of desegregated schooling and staff identified problem areas and needs.

S-6: To identify, in current school desegregation literature, the staff needs, successful practices and problem areas as a prelude to conducting pilot research efforts in Phase 1.

Successful completion of these objectives will help to establish a primary base of knowledge and information concerning successful practices and additional needs in desegregated schools. This data will help to serve as the basis for initiating Phases 2-5 of WIEDS.

Activities

To be completed in Phase 1 of Project WIEDS (November 1, 1977-May 31, 1978).

1. Review of the Literature - A comprehensive review of the desegregation literature will be conducted in order to further determine to what extent successful teaching, learning, training, and administrative strategies, techniques or activities in desegregated schools have been reported and/or identified. In addition, the search will be undertaken to determine what problem areas and additional needs of staff are or have been reported in previous research.

   Product: A document which identifies, describes, synthesizes the range of available information from school desegregation research and theoretical literature with respect to successful teaching, learning, staff training and administrative strategies.

2. Data Collection and Analysis Methodology Plan - A concise plan for collecting and analyzing pilot research data shall be developed and finalized by December 31, 1977. This plan shall include a detailed description of the processes involved with site selection, number of sites, population sampling, size of sample, sources of data, conditions under which data will be obtained, instrument development, data collection, data analysis, interview strategies, reporting of data and dissemination of findings.

   Product: A document which describes the plan of action to be undertaken with respect to WIEDS exploratory research data gathering and analysis efforts that shall identify, examine

and assess the successful teaching, learning, training/staff development and administrative experiences in selected desegregated schools.

3. Complete Staff Hiring, Orientation and Training - The hiring of all WIEDS staff is scheduled to be completed by November 5, 1977. All orientation, initial staff planning, task assignments and training (where needed) should be finished by November 12, 1977.

   Product: Staff with the appropriate orientation and training to carry out Project WIEDS activities successfully.

4. Assessment of Successful Practices/Activities in Desegregated Schools - A document which identifies, describes and examines the more successful strategies, activities, practices in selected desegregated schools.

5. Preliminary Conceptual Inservice/Preservice Training Model Development - Drawing from the analyzed pilot research data findings, WIEDS staff shall provide some preliminary descriptive information which details and illustrates suggested procedures for developing a teaching, administrative and staff training model for effecting successful educational activities in desegregated schools.

   Product: A set of preliminary considerations/recommendations and draft illustrations with respect to initiating effective preservice and inservice training or staff development models for persons working in desegregated schools.

Rationale for Selecting These Activities

The basic considerations for selecting these tasks as a beginning to Project WIEDS were time, budget, and staff limits. More specifically,

consideration was given to activities that WIEDS staff could do a quality job with; could obtain the most useful, quantitative exploratory research data findings which could serve as a basis for long range WIEDS efforts; and, for which a clear set of deliverables could be completed.

All of the proposed WIEDS efforts during the scope of work will result in a comprehensive set of initial findings and implications regarding what has been successful, what are still problems and what are additional needs with respect to those involved with education in desegregated schools. This project was the first attempt at a definitive compilation of such data in the southwest region and maybe in the nation. Such information is projected to serve as a catalyst to more meaningful and expanded research efforts concerning success in desegregated schools.

2. METHODOLOGY

Literature Review

The purpose of the literature review was to identify successful school desegregation strategies as reported in current literature. The WIEDS staff conducted two ERIC searches in November 1977, each producing the following results:

- First ERIC Search - 100 abstracts
- Second ERIC Search - 400 abstracts

These two sets of abstracts were reviewed by the WIEDS staff and 350 publications were chosen to be analyzed and reported. The staff specified a format and procedures for recording information which included:

1) Using 4" x 6" index cards--easily sorted by subject headings and large enough to include a reasonable amount of information.
2) Identifying heading outlines for categorizing research article information:
   - Topic (teaching/learning, administrative/governance, or preservice/inservice training)
   - Purpose
   - Hypothesis
   - Sample
   - Tests
   - Analysis
   - Results
3) Placing complete bibliographic citations at the top of the card e.g., indicating call number or ERIC number to facilitate prompt

location for future reference.

4) Making clear distinctions among summaries, direct quotes of the author, a reference to the author's source, or an evaluative statement.

First Phase

Initially, a complete list of publications to be reviewed was compiled and assignments were made randomly (according to page). Weekly staff meetings were conducted to enable each member to share and discuss their findings to date. After the WIEDS staff had completed half of the literature review assigned (mid-December 1977), the findings then were categorized into four major groupings instead of three:

- Teaching/Learning
- Administrative/Governance
- Pre/Inservice Training
- Potpourri (not appropriate for other three groups)

From that point on, each grouping was assigned to one staff member, and the decision was made that all future reading/review assignments would be made by topic rather than randomly.

Prior to the Christmas Holiday (December 20, 1977), one of the Research Assistants terminated employment to accept a full time position beginning the first week of January. This person was not replaced until mid-January because of the holiday season and the requirement of two weeks' announcement of available positions within SEDL.

According to the Revised Scope of Work for WIEDS (October 19, 1977), a literature review document which identified, described, and synthesized the range of available information from school desegregation research and theoretical literature was due on or before December 15, 1977. This date

was renegotiated for completion on January 16, 1978 once the WIEDS staff was employed.

With the need for completing this document as soon as possible, the WIEDS staff members focused all of their efforts on this deliverable. It soon became apparent to the staff that the existing research findings were directed more on outputs (impact of desegregation on students, faculty, community, etc.) and not on strategies that had been successfully implemented in desegregated schools and classrooms.

On January 6, a second Research Assistant resigned to assume a full time position with another project within the Laboratory. This left a WIEDS staff consisting of a Senior Researcher and one Research Assistant. It was decided, in conjunction with the Project Director, that the literature review activity would be extended to April 20, 1978 and instead that a progress report would be submitted to NIE by January 16.

This Progress Report (January 16, 1978) indicated that little relevant data on successful strategies and techniques for school desegregation had been found in the literature to date. It was decided that the literature review activity should be continued and additional sources should be researched (i.e., Psychological and Sociological Abstracts, Education Index, CIJE, NIE references, documents from the U. S. Commission on Civil Rights). Also, it was decided that Project WIEDS utilize the DCAFE Technical Writer (assigned to WIEDS one-quarter time) as the key contact and organizer in the review process.

Second Phase

The two research assistant positions were filled on January 23, 1978 and February 3, 1978 respectively. With this staff of four (Technical Writer and three Research Assistants), the literature review activity

continued. The WIEDS staff designed a specific information coding system and a revised set of procedures to expedite the completion of the activity in an efficient manner. The information coding system was as follows:

• Major Subject Areas	T/L	Teaching/Learning
	SD	Staff Development
	A/G	Administrative/Governance
• Minor Subject Areas	S	Strategies
	P	Problems or Needs Identified
	M	Models
• Judgment	U	Useful
	N	Not Useful
• Reason	E	Evaluation Methods Suspect
	S	Study-based Ideas or Recommendations
	P	Personal Opinions

The revised set of procedures were stated as follows:

1) Make copies of 4" x 6" cards once every three days and discuss them at weekly meeting.

2) Take notes on material that is useful to WIEDS in regard to successful strategies.

3) Have project secretary xerox each note card and highlight the strategies or needs in article.

4) Make a one-page summary of week's reading and review including:

   - Number of articles reviewed
   - Number of articles not useful
   - Number of articles useful (attach cards)
   - Summary of findings

5) Give the weekly one-page summary to the Technical Writer or project secretary.

6) Conduct weekly meetings to discuss and share findings (Technical Writer and two Research Assistants).

During this continued literature review effort, emphasis was placed on identifying and reviewing literature that dealt with strategies used in the desegregation process.

Psychological and Sociological Abstract searches were conducted and

abstracts were selected which the staff perceived to be relative to the goal--identifying successful strategies in regard to desegregation. Individual index cards were typed and filed on each document which was identified as being in the area of WIEDS' interest. This file of cards became the focus of the remaining literature review activities.

On March 14, the third of the original three Research Assistants resigned and left the Laboratory for full time employment at a local university. It was decided, in conjunction with the Project Director, that it would not be advantageous to the WIEDS Project to employ a new research assistant at this late date, so the literature effort continued with the two Research Assistants including assistance from the DCAFS Technical Writer.

Overall, the WIEDS staff reviewed and annotated more than 500 books, articles, research documents, and position papers in the process of compiling an information base reflective of the findings in the literature examined. In addition to the computerized data base searches (ERIC, Psychological Abstracts, and Sociological Abstracts), a number of prominent journals in the fields of education and desegregation were reviewed. Among the journals containing the most useful information were Harvard Educational Review, The Journal of Negro Education, Integrated Education, Phi Delta Kappan, Sociology of Education, and School Review. In addition, the staff found significant information in staff reports compiled by the U. S. Commission on Civil Rights. These reports contained information regarding district-based reorganizational strategies which have been implemented in school districts throughout the nation.

An issue needing resolution with respect to the literature review being conducted by the WIEDS staff, was how to design the format or

structure best suited for presenting the literature findings. The staff decided on the following outline for reporting literature findings as a resolve of this issue:

A. Central Office Personnel
   1. Organization Strategies
   2. Communication Strategies
   3. Programmatic Strategies
   4. Needs/Problem Areas

B. Principals
   1. Organization Strategies
   2. Communication Strategies
   3. Programmatic Strategies
   4. Self-Initiated Program Strategies
   5. Needs/Problem Areas

C. Classroom Teachers
   1. Organization Strategies
   2. Programmatic Strategies
   3. Self-Initiated Program Strategies
   4. Needs/Problem Areas

A copy of the Literature Review Report is presented in Appendix A of this final report.

Field Study: On-Site Interviews

The WIEDS staff (Senior Researcher and two Research Assistants) and two DCAFE resource personnel (Technical Writer and Research Associate) developed a Plan of Action (February 15, 1978) relative to the Project WIEDS Field Study effort. This plan of action contained the following components:

- Data Sources
  1. Sites for In-Depth Interviews
  2. Sites for Written Survey
- Instrumentation
  1. Interview Schedules
  2. Survey Instrument
- Data Collection and Analysis
  1. Interviews
  2. Survey
- Dissemination Strategies
  1. Oral Presentations
  2. Reports

This plan of action was presented to the WIEDS/NIE Project Officer, Dr. Larry Kubota, in Washington on February 17, 1978. Based on discussions at this meeting, WIEDS staff decided to implement Phase I field activities on an exploratory basis and to limit data collection efforts to on-site interviews, only. Also, the staff decided to focus on this initial data collection effort in terms of 1) determining the effectiveness of on-site interviews as a data collection technique for WIEDS and 2) identifying successful strategies via the interview technique.

Data Sources

Due to limited resources, the WIEDS staff decided to conduct the exploratory data collection efforts within a close proximity of Austin, Texas. Since this city is the capitol of Texas, the Senior Researcher contacted the Texas Education Agency's Technical Assistance Division to assist in the selection of school districts to be visited. The Technical Assistance Division was chosen because its primary purpose is to provide

assistance to Texas school districts involved in the desegregation process. The division was asked to identify school districts which met the following criteria established by WIEDS:

1) Were within a 150 mile radius of Austin
2) Have made significant progress in desegregation
3) Have instructional programs designed to assist in desegregation
4) Have varied ethnic ratios (Black, Brown, White) within the district
5) Have average daily attendance (ADA) within the following ranges:
   - 50,000 to 60,000
   - 7,500 to 10,000
   - 500 to 1,000

This process resulted in the identification of twelve school districts. The WIEDS Project Director and Senior Researcher then selected three districts as described below:

1. Austin - 52,832 (ADA)	2. Bryan - 8,412 (ADA)	3. Nixon - 692 (ADA)
- 57% White	- 63% White	- 48% White
- 17% Black	- 25% Black	- 3% Black
- 24% Brown	- 12% Brown	- 49% Brown

The Senior Researcher contacted appropriate personnel in each of the three districts during on-site visits. Each district (via confirmation by the superintendent) agreed to serve as a field study site for the WIEDS Project and to assist in the selection of personnel (central office, principals, and teachers) to be interviewed by WIEDS staff.

Two weeks later, the Senior Researcher was contacted by the Superintendent of Bryan Independent School District and informed that this district was involved in some additional activities which would prevent the district personnel from participation in the WIEDS Project. The Superintendent

indicated that he made his initial decision to participate without giving adequate thought to his staff members and their commitments.

Once again WIEDS contacted the Texas Education Agency's Technical Assistance Division and repeated the selection procedures previously described in this section. Three districts were identified, and from these three the Project Director and Senior Researcher chose Temple ISD as a replacement. This district had an ADA of 7,386 and an ethnic composition as follows:

- 66% White
- 20% Black
- 14% Brown

The Senior Researcher scheduled an on-site visit with the superintendent and described the objectives of the project and the specific role of the district's personnel. The superintendent requested a week to deliberate before making a decision. After a week, the Senior Researcher was contacted and informed that the district did not choose to participate in the project. It was stated that the central office staff had been working diligently for the past few years to overcome the negative concepts of "majority" and "minority" and that the questions on the WIEDS interview schedules appeared to focus on these concepts. At this point (post-March 1), the Project Director decided that the WIEDS staff should proceed with the remaining two districts and not utilize additional project time in securing a third district's participation.

Austin ISD appointed a SEDL Review Committee, comprised of director-level personnel, to review, react, and approve the activities of the project. The Project Director, Senior Researcher, and Research Associate met with the Review Committee on January 10, 1978 and discussed the

project, responded to questions, etc. On January 24, a memorandum was forwarded to the Superintendent from the Review Committee. In summary, it indicated the following steps for implementation:

- All interview forms will be reviewed and approved by the Director of Research and Evaluation.
- The Senior Researcher will contact the Directors of Elementary and Secondary Education to identify a small number of principals to be interviewed.
- The contact person for Austin ISD will be the Director of Research and Evaluation.
- There is no commitment by Austin ISD to participate in WIEDS beyond May 31, 1978.

Central Office Interviews

During two meetings with the Director of Research and Evaluation, the Senior Researcher identified the initial central office interviewees. These prospective interviewees were approved by the Project Director and the Senior Researcher began to schedule the interviews.

Initially, seven central office personnel in Austin ISD were selected for interviews. It soon became evident that these interviewees were primarily responsible for organization problems associated with desegregation and not with instruction/curriculum-related problems. Thus, two WIEDS staff members met with Austin's Desegregation Specialist and jointly they identified several mid-management project directors and coordinators whose job responsibilities directly related to instructional programs which enhance the desegregation process. Some difficulty occurred in regard to scheduling interviews with these persons due to their many responsibilities, but WIEDS staff remained flexible and conducted interviews convenient to the interviewees.

At Nixon, the only central office staff member was the Superintendent

so there was no planning required in regard to the selection process for central office.

Principal Interviewees

Initially, the Senior Researcher compiled information (ethnic ratios, location, size, etc.) on each of the high schools, junior high schools, and sixth grade centers in the Austin district. From this information, the Project Director and the Senior Researcher selected the following schools for participation in Project WIEDS:

Senior High Schools

- Anderson
- Austin
- Reagan

Junior High Schools

- Bedichek
- Dobie
- Murchison
- Porter

Sixth Grade Centers

- Baker
- Blanton
- Webb

These proposed sites were discussed with Austin's Desegregation Specialist and he concurred that they had been most affected by the desegregation process.

On February 23, the Senior Researcher met with the Directors of Elementary and Secondary Education to negotiate the selection of schools within AISD for principal interviews. Utilizing the criteria of location,

number of students bused for desegregation purposes, ethnic ratios, residential patterns, and the perceived cooperation of the school administrator, the following nine schools were approved:

- Anderson High
- Austin High
- Reagan High
- Bedichek Junior High
- Dobie Junior High
- Murchison Junior High
- Baker Sixth Grade Center
- Blanton Sixth Grade Center
- Webb Sixth Grade Center

At Nixon, the district consisted of one elementary, one junior high, and one high school and all three were located on the same campus. The Project Director and Senior Researcher decided to interview all three principals and the Superintendent agreed with this decision.

Teacher Interviews

At the close of each of the principal interviews, the interviewer requested that the principal identify teachers on the staff who were involved with activities related to multicultural education, human relations activities, etc. It was the responsibility of the WIEDS personnel to contact the teachers and request their participation via interviews. Three staff members were chosen from each school providing a total of 27 teacher interviews in the Austin district.

In Nixon ISD, two teachers from each level (elementary, junior high, and high school) were selected to be interviewed. Selection was based on joint recommendations by the Superintendent and principal at each

respective level.

Instrument Development

Relative to conducting the on-site interviews, the WIEDS staff initiated activities concerning the design of interview schedules for central office personnel, principals, and classroom teachers. The DCAFE Research Associate assisted the WIEDS staff in designing and drafting of interview schedules for the three levels to be addressed. Discussions were conducted between the Research Associate and each staff member with respect to listing the types of information being generated via the literature review and selecting information areas to be used in the interview schedules.

The procedures used in this development phase included:

1. The identification of instrument content and focus via discussions between the Research Associate and each staff member. These discussions resulted in a tentative outline for each interview schedule.

2. Each WIEDS staff member served as a reviewer of the interview schedules during the drafting phase. The Research Associate drafted and revised the schedules based on input from the WIEDS' staff.

3. Once the staff felt comfortable with the drafted interview schedules, the Senior Researcher scheduled interviews with a sample of central office personnel, principals, and teachers in a local school district. The Senior Researcher, Research Associate, and Research Assistants pre-tested the interview schedules with this sample population.

4. The Project Director and Senior Researcher identified personnel with SEDL, the Austin ISD, and the Texas Education Agency and had them review the interview schedules relative to clarity, sensitive questions, etc.

5. Based on results of these pre-tests and reviews, the Research Associate and WIEDS' staff revised the interview schedules in terms of language, sequence of questions, and style.

A brief description of each schedule is presented in the following

paragraphs:

The central office interview schedule concerned itself with questions to be asked in the following categories: (a) background of interviewee, (b) district desegregation plan (organizational patterns, faculty assignments), (c) instructional programs, (d) curriculum, (e) student services, (f) community involvement, (g) funding sources, (h) evaluation of desegregation plan, and (i) needs or problems to be solved.

The principal interview schedule contained questions related to the following categories: (a) position or role of interviewee, (b) district desegregation plan, (c) strategies, (d) evaluation, (e) role of community and staff, (f) needs, (g) goals of desegregation, and (h) potential teacher interviewees.

The teacher interview schedule focused on questions related to the following categories: (a) teacher's background, (b) student demographics, (c) goals and strategies, (d) perceptions of cultural differences, (e) teacher/staff resources, (f) role and concern of parents, and (5) community involvement.

Data Collection

The on-site interview method of data collection was selected for use in the WIEDS Project because it (1) obtains indepth information, (2) permits the investigator to be sure that respondents interpret questions properly, (3) allows for greater flexibility in the process of questioning, (4) allows more control over the context within which questions are asked and answers given, and (5) allows the interviewer to check the validity of information on the basis of non-verbal clues by respondents.

On February 15, a Data Collector was added to the WIEDS staff to assist with data collection activities, data analysis, and report

preparation. The Senior Researcher and Research Associate provided background information for the Data Collector relative to previous WIEDS activities and the direction and focus of current data collection efforts, instrumentation, etc.

The Research Associate and Data Collector planned and conducted three different orientation sessions to the interview process for prospective staff interviewers. These sessions centered on role-playing activities, critiquing discussions, suggestions for improving verbal and non-verbal behavior, probing techniques, etc. Based on the observations and expertise of the Research Associate and the Data Collector plus the availability of prospective interviewers, the following personnel were selected and assigned by the Project Director and Senior Researcher to conduct the proposed interviews:

- Central Office - Project Director
  - Senior Researcher
  - Data Collector
  - Graduate Intern
- Principals - Project Director
  - Senior Researcher
  - Research Assistant
  - Graduate Intern
- Teachers - Project Director
  - Research Assistants
  - Data Collector
  - Graduate Intern

The WIEDS secretary was primarily responsible for scheduling the interviews, assigning interviewers to school sites, reserving SEDL cars

for transportation, and acquiring/maintaining necessary equipment (tape recorders, tapes, etc.). She was also responsible for maintaining records on each interview, transcribing the taped interviews, and completing any follow-up activities required (to clarify a statement, seek additional information, etc.).

The interviews were conducted according to the following guidelines:

- Length - Interviews ranged from 45 minutes to one hour each.
- Method of Recording - Interviews were audiotaped to ensure that the WIEDS' staff had a record of the exact words of the interviewee and to provide for maximum information within the allotted time period.
- Options - (1) If interviewee chose not to be audiotaped, WIEDS' staff would record notes in accordance with information provided by interviewee.

  (2) Interviewers remained flexible within interview schedule format but were responsible for covering the major areas of the schedule.
- Information Collected - In addition to the interview content previously described, basic demographic data were collected for each interviewee (i.e., age, sex, years in field of education, degrees).
- Follow-up - If difficulty was experienced in the transcription of the audiotape or in the initial listening of the tape, the WIEDS secretary called the interviewee relative to clarity, obtaining additional information, etc.
- Rescheduling - If rescheduling became necessary (due to WIEDS staff or interviewees), the WIEDS secretary served as the

contact with the interviewee. The WIEDS staff attempted to be as flexible as possible in terms of scheduling interviews with school personnel.

The data collection activities for Austin covered a span of time from late February to mid-April. During this period of time, the WIEDS staff conducted interviews with 14 central office personnel, 9 principals, and 27 teachers.

Since the Nixon ISD was relatively small (692 ADA), the Senior Researcher and two Research Assistants were able to complete the planned interviews in one day's visit. This included interviews with the Superintendent, the three principals, and six classroom teachers.

Data Analysis

The analysis of data collected via the interview technique involved the reduction of a large volume of narrative data to manageable and meaningful categories. The major thrust of the data analysis activities was to answer several basic questions:

- What is the meaning of desegregation for the respondent?
- What are the goals of desegregation for the respondent?
- What strategies and techniques are developed and implemented by the respondent to attain these goals?
- Are these strategies and techniques assessed by the respondent, and if so, how?
- What are the problem and need areas as perceived by the respondent?
- How do the questions above vary across type of respondent and type of organization?

One problem encountered in regard to the data analysis activities was

the large volume of narrative data to be analyzed in regard to successful strategies and needs as related to central office personnel, principals, and teachers. There was a total of 46 hours of audiotapes which was approximately equal to 750 pages of transcripts. With the existing staff resources, WIEDS was able to analyze each one hour interview in approximately six hours. This period of time included transcription of the tape, review of the tape, and coding of information into established categories relative to the respective interview schedule.

Desegregation is still a "touchy" subject and often, non-solicited information was generated in the interviews. This additional information made the task of categorizing data much more difficult and thus, added to the time required to complete the analysis activities.

In late March, the Research Associate left DCAFE on maternity leave, which caused the WIEDS staff to experience loss of a resource. To compensate for this loss, the Data Collector's position was increased to full time and a part-time Research Associate was employed to assist with the monumental task of compiling, analyzing, and reporting the findings of the interviews. Due to the large volume of Austin information and the limitations of part time staff availability and time, the Project Director decided not to analyze the Nixon tapes until the next phase of Project WIEDS.

An unexpected by-product of the analysis of the Austin data was an extensive history of the district's desegregation efforts. Historical elements were always common in the interview transcripts and appeared necessary before the interviewee could begin to address successful strategies and areas of need.

The next section of the Final Report will present findings relative

to the two sources of information: (1) literature review and (2) on-site interviews.

3. FINDINGS

Literature Review

The WIEDS Literature Review Report (see Appendix A) disclosed a number of strategies used in school districts across the country to facilitate the desegregation process. In that report, the strategies were presented in detail and accompanied by appropriate citations. In this final report, the strategies have been reported in a summary chart (Figure 2, pp. 29-30) which reports strategies by type (administrative/governance, staff development, and teaching/learning), by level (central office, principal, and teacher) and by historical perspective. The three stages of school desegregation are defined at the end of the summary chart.

The WIEDS staff has interpreted the data in the summary chart and these observations/interpretations are presented by level--central office personnel, principals, and classroom teachers.

The literature sources that WIEDS staff used in the review can be classified into four major areas: 1) case study reports by U. S. Commission on Civil Rights, 2) books, 3) journal articles, and 4) ERIC, research monographs, dissertations, and others. The summary chart (Figure 1) identifies the number and percentage of relevant sources and the type of strategy that was identified from the source (see p. 28).

Some interpretations of the data in the Summary Chart (Figure 1) include:

- The WIEDS staff reviewed over 500 documents; only 50 of the documents contained information regarding strategies for desegregation. That means that approximately ten percent (10%) of the documents were relevant to the WIEDS study.
- Almost half (42%) of the teaching/learning strategies were located in sources such as ERIC, dissertations, etc.

- More than 70% of the strategies related to staff development were generated in journal articles.

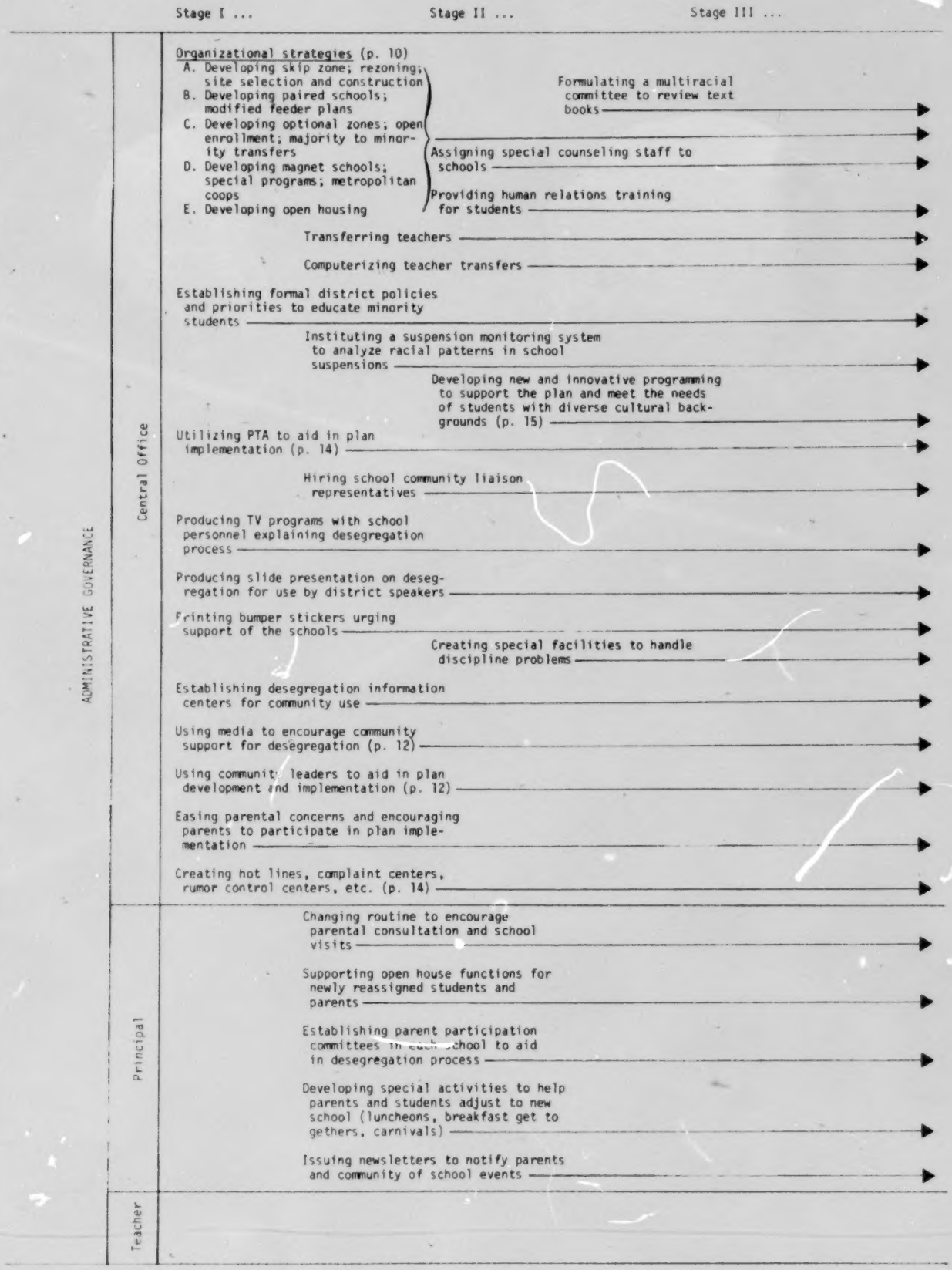
Figure 1

Summary Chart:
Sources and Types of Strategies
In Regard to the Literature Review

	USCCR Reports	Books	Journal Articles	ERIC and Others
Administrative/ Governance	16 / 74%	2 / 8%	4 / 18%	0 / 0
Teaching/ Learning	0 / 0	6 / 29%	6 / 29%	9 / 42%
Staff Development	0 / 0	0 / 0	5 / 71%	2 / 29%

Figure 2

SUMMARY CHART:
STRATEGIES FROM REVIEW OF LITERATURE*


Stage I ...
Stage II ...
Stage III ...
ADMINISTRATIVE GOVERNANCE
Central Office
Principal
Teacher
Organizational strategies (p. 10)
A. Developing skip zone; rezoning; site selection and construction
B. Developing paired schools; modified feeder plans
C. Developing optional zones; open enrollment; majority to minority transfers
D. Developing magnet schools; special programs; metropolitan coops
E. Developing open housing
Formulating a multiracial committee to review text books
Assigning special counseling staff to schools
Providing human relations training for students
Transferring teachers
Computerizing teacher transfers
Establishing formal district policies and priorities to educate minority students
Instituting a suspension monitoring system to analyze racial patterns in school suspensions
Developing new and innovative programming to support the plan and meet the needs of students with diverse cultural backgrounds (p. 15)
Utilizing PTA to aid in plan implementation (p. 14)
Hiring school community liaison representatives
Producing TV programs with school personnel explaining desegregation process
Producing slide presentation on desegregation for use by district speakers
Printing bumper stickers urging support of the schools
Creating special facilities to handle discipline problems
Establishing desegregation information centers for community use
Using media to encourage community support for desegregation (p. 12)
Using community leaders to aid in plan development and implementation (p. 12)
Easing parental concerns and encouraging parents to participate in plan implementation
Creating hot lines, complaint centers, rumor control centers, etc. (p. 14)
Changing routine to encourage parental consultation and school visits
Supporting open house functions for newly reassigned students and parents
Establishing parent participation committees in each school to aid in desegregation process
Developing special activities to help parents and students adjust to new school (luncheons, breakfast get to gethers, carnivals)
Issuing newsletters to notify parents and community of school events

SUMMARY CHART:
STRATEGIES FROM REVIEW OF LITERATURE*
Continued

		Stage I ...	Stage II ...	Stage III ...
STAFF DEVELOPMENT	Central Office		Training teachers in human relations →	
			Establishing discussion forums for teachers →	
			Allowing teachers university credit for obtaining multicultural training →	
			Training in development of multi-cultural curricula →	
			Increasing efforts to hire minorities →	
			Creating bi-racial administrative advisory teams in schools →	
			Staff development methods A. Utilizing media presentations B. Utilizing laboratory training C. Utilizing role playing D. Utilizing data collection feed-back techniques E. Utilizing peer discussions F. Utilizing small group problem solving (pp. 24-25) →	
			Establishing dialogue among transferred teachers →	
	Principal		Increasing efforts to hire minorities →	
			Encouraging staff development in human relations and multicultural training →	
	Teacher			
TEACHING LEARNING	Central Office		**Establishing policy changes urging use of multicultural materials in curriculum →	
			**Establishing policy changes urging human relation activities in classroom →	
			**Establishing policy changes urging development of programs to meet needs of culturally diverse student body →	
			Developing team teaching techniques →	
			Creating volunteer student tutorial corps →	
	Principal		**Effecting school policy and attitudinal changes prompting teachers to utilize innovative programming to meet the needs of a diversified student body →	
			Racially balancing classroom assignments →	
			Recruiting minority students for accelerated classes →	
			Establishing a ward system to ensure minority participation in extra-curricular activities by elections →	
	Teacher		Individualizing instructional techniques →	
			Utilizing multicultural materials in curriculum (p. 33) →	
			Promoting cooperative relations rather than competitive relations among individual students →	
			Utilizing human relations activities in curriculum →	
			Decorating schools to give new students a feeling of being welcomed →	
			Informing students of desegregation process through meeting and discussions →	
			Providing parental consultation and school visits →	
			Conducting open house activities for newly assigned students and parents →	

* Stages represent a sequencing of strategies in two senses: on the one hand, the sequence covers developments over a span of years starting with the first year of desegregation; on the other hand, each school year beginning in September sees a replication of initial desegregation strategies and progresses through later strategies. Stage I strategies attempt to mix students of different ethnic groups and deal with short-run problems resulting from adjustment. Stage II strategies attempt to reintegrate students under a guiding ideology of cultural pluralism. Stage III identifies emergent trends or problems as yet unsolved.

** These strategies were not stated in the literature but inferred by the WIEDS staff as prerequisites for the existence of stated strategies.

Information obtained from the literature review indicated that the strategies used to successfully desegregate schools can be grouped into the following categories:

Central Office

1. Organizational strategies, numerous and complex in nature, are all concerned initially with either the redistribution of staff and/or students. They all appear to include one or more of the following characteristics:

   - Transfers of students (e.g., busing)
   - Revision of school attendance zones to achieve a balanced ethnic mixture
   - Reorganization via teacher redistributions (e.g., teacher transfers or reassignment)
   - Reorganization of schools to serve different age groups through either restricting or expanding the number of grades served or educational services provided

2. Staff development strategies are an integral part of every school desegregation effort and usually include:

   - Conduct of human relations training
   - Conduct of training in the development and use of multicultural materials
   - Conduct of communications skills training
   - Conduct of cultural awareness activities

3. Community relations activities designed to reduce parent concerns and intergroup conflict such as:

   - Conduct of social activities for parents and school staff
   - Use of media techniques designed to present an accurate and favorable picture of the desegregation process
   - Establishment of parent and community leader committees to obtain community input in planning and implementation procedures

4. Development of special programs to improve the social aspects of education emphasizing:

   - Extracurricular activities
   - Human relations
   - Cultural awareness

5. Development of special programs to upgrade the academic deficiencies of minority students such as:

   - ESAA
   - Various compensatory programs

Principal

The literature review indicated that principals are key agents in the school desegregation process. Although there is little aside from anecdotal accounts of the principals' influence, they seem to be most effective as:

- Encouragement of teachers and staff to participate in human relations training
- Encouragement of parent/student/staff activities
- Commitment to the implementation of innovative programs addressing the needs of students from various ethnic groups
- Establishment of systematic procedures for handling discipline problems and disruptions
- Establishment of a procedure for securing faculty and student input in planning activities and administrative decision making

Teachers

The literature review indicated that cultural pluralism is the goal for which the majority of desegregated classroom teachers strive. Strategies identified as useful in accomplishing this goal could be distinguished as organizational or instructional. Organizational strategies included:

- Motivation of students by tapping of the predisposition of culturally different students
- Reorganization of students in an effort to overcome the territorial boundaries concomitant with ethnic differences
- Promotion of equal status contact
- Elimination of competitive conditions in multi-ethnic situations (e.g., cooperative grouping, individualizing instruction)
- Use of biracial task groups to promote cross-race helping and friendship
- Encouragement of student interactions by assigning cooperative group tasks

Instructional strategies included:

- Development and use of multi-cultural materials
- Provision of courses in cultural awareness and human relations
- Infusion of standard subject areas such as English, literature, social studies and history to include multi-ethnic perspectives

Two basic conclusions may be drawn from the findings in the literature review. First, it appears that through effective planning, decision-making and community relations, the central office attempts to ensure that school

desegregation activities have the opportunity to be successful. Second, once the process of school desegregation begins, it is the school staff (through their efforts in adapting to the educational, social, and emotional needs of an ethnically diverse group of students and parents) who are major determinants as to whether or not it will be successful.

On-Site Interviews

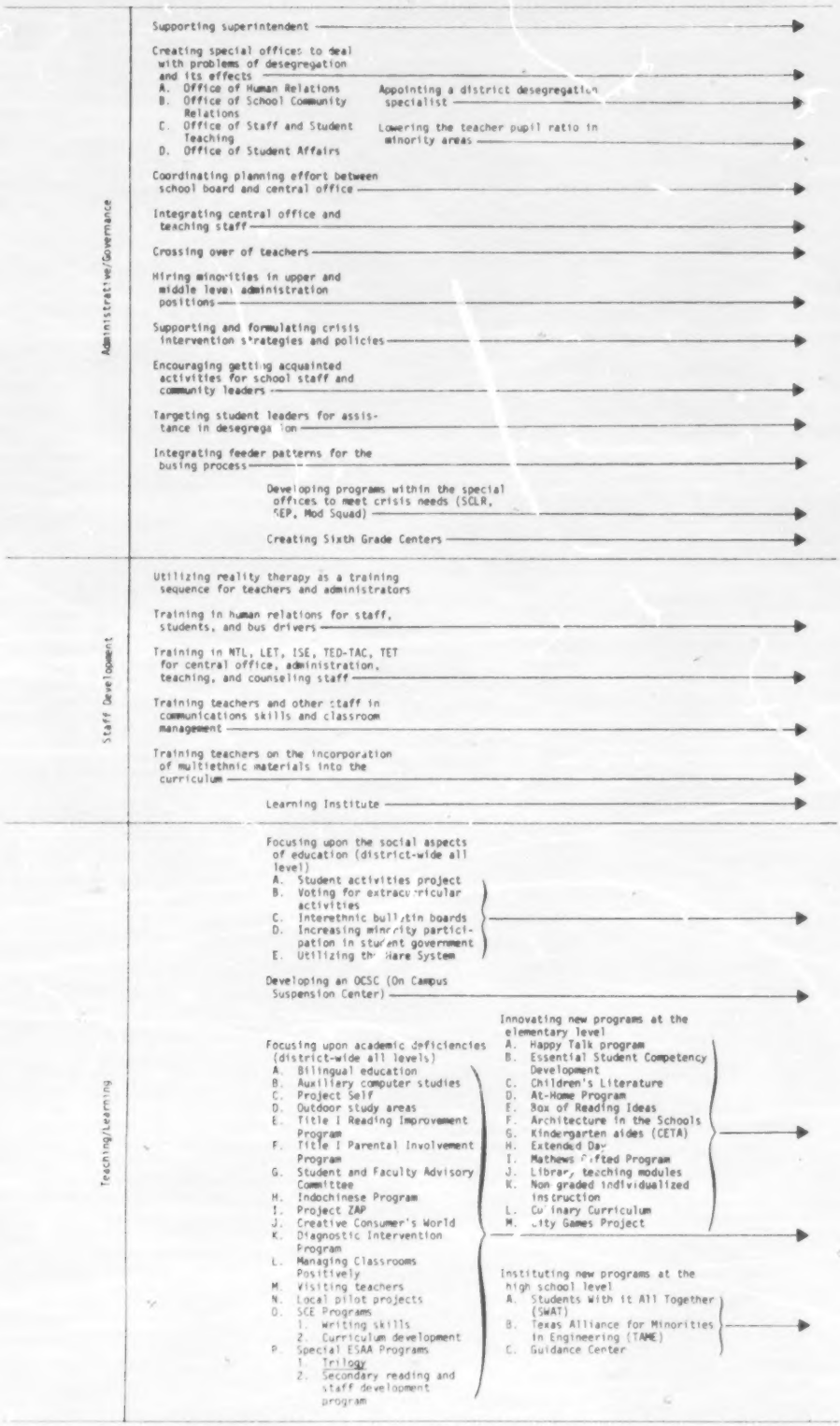
The findings from the on-site interviews are reported in detail in Appendix B (Field Study Report) For the final report, the WIEDS staff has selected the following format:

- Summary Chart: Strategies for Central Office (Figure 3, p. 35)
  1. Interpretations of Data in chart
- Summary Chart: Strategies for Sixth Grade Centers (Figure 4, p. 38)
  1. Principal Data Interpretations
  2. Teacher Data Interpretations
- Summary Chart: Strategies for Junior High Schools (Figure 5, p. 41)
  1. Principal Data Interpretations
  2. Teacher Data Interpretations
- Summary Chart: Strategies for Senior High Schools (Figure 6, p. 44)
  1. Principal Data Interpretations
  2. Teacher Data Interpretations
- Comparisons
  1. Principal Data Across All Levels
  2. Teacher Data Across All Levels
  3. Central Office and Principal Data
  4. Central Office and Teacher Data

Principal and teacher findings are reported by level (sixth grade centers, junior high schools, and senior high schools), type of strategy (administrative/governance, staff development, and teaching/learning), as well as the historical perspective (Stage 1, 2, or 3). The historical perspective is defined at the bottom of each summary chart.

Figure 3

SUMMARY CHART:
STRATEGIES FOR CENTRAL OFFICE*


Stage I ...
Stage II ...
Stage III ...
Administrative/Governance
Supporting superintendent
Creating special offices to deal with problems of desegregation and its effects
A. Office of Human Relations
B. Office of School Community Relations
C. Office of Staff and Student Teaching
D. Office of Student Affairs
Appointing a district desegregation specialist
Lowering the teacher pupil ratio in minority areas
Coordinating planning effort between school board and central office
Integrating central office and teaching staff
Crossing over of teachers
Hiring minorities in upper and middle level administration positions
Supporting and formulating crisis intervention strategies and policies
Encouraging getting acquainted activities for school staff and community leaders
Targeting student leaders for assistance in desegregation
Integrating feeder patterns for the busing process
Developing programs within the special offices to meet crisis needs (SCLR, SEP, Mod Squad)
Creating Sixth Grade Centers
Staff Development
Utilizing reality therapy as a training sequence for teachers and administrators
Training in human relations for staff, students, and bus drivers
Training in NTL, LET, ISE, TED-TAC, TET for central office, administration, teaching, and counseling staff
Training teachers and other staff in communications skills and classroom management
Training teachers on the incorporation of multiethnic materials into the curriculum
Learning Institute
Teaching/Learning
Focusing upon the social aspects of education (district-wide all level)
A. Student activities project
B. Voting for extracurricular activities
C. Interethnic bulletin boards
D. Increasing minority participation in student government
E. Utilizing the Hare System
Developing an OCSC (On Campus Suspension Center)
Focusing upon academic deficiencies (district-wide all levels)
A. Bilingual education
B. Auxiliary computer studies
C. Project Self
D. Outdoor study areas
E. Title I Reading Improvement Program
F. Title I Parental Involvement Program
G. Student and Faculty Advisory Committee
H. Indochinese Program
I. Project ZAP
J. Creative Consumer's World
K. Diagnostic Intervention Program
L. Managing Classrooms Positively
M. Visiting teachers
N. Local pilot projects
O. SCE Programs
1. Writing skills
2. Curriculum development
P. Special ESAA Programs
1. Trilogy
2. Secondary reading and staff development program
Innovating new programs at the elementary level
A. Happy Talk program
B. Essential Student Competency Development
C. Children's Literature
D. At-Home Program
E. Box of Reading Ideas
F. Architecture in the Schools
G. Kindergarten aides (CETA)
H. Extended Day
I. Mathews Gifted Program
J. Library teaching modules
K. Non graded individualized instruction
L. Culinary Curriculum
M. City Games Project
Instituting new programs at the high school level
A. Students With It All Together (SWAT)
B. Texas Alliance for Minorities in Engineering (TAME)
C. Guidance Center

* Stages represent a sequencing of strategies in two senses: on the one hand, the sequence covers developments over a span of years starting with the first year of desegregation; on the other hand, each school year beginning in September sees a replication of initial desegregation strategies and progresses through later strategies. Stage I strategies attempt to mix students of different ethnic groups and deal with short-run problems resulting from adjustment. Stage II strategies attempt to reintegrate students under a guiding ideology of cultural pluralism. Stage III identifies emergent trends or problems as yet unsolved.

It appears, from the summary chart of the strategies for central office personnel, that "successful school desegregation strategies" can be categorized into five major areas. The five categories are presented below in order of occurrence regarding Austin's transition from a segregated school district to one which is moving toward desegregation.

- Legal Requirements - this category is concerned with compliance in regard to faculty and student integration, changes in attendance zones, organizational changes relative to grades within buildings, etc.

  1. Integrating feeder patterns for the busing process
  2. Integrating of teaching staff (crossover of teachers)
  3. Establishing special offices to deal with problems of desegregation and its effect
  4. Developing programs within the special offices to meet crisis needs

- School/Community Relations - this category is concerned with gaining support of top level central office administrators, principals, teachers, parents, and community members to ensure ease and success with implementing the desegregation strategies.

  1. Coordinating desegregation planning efforts among school board, central office, and community
  2. Formulating and supporting crisis intervention strategies and policies
  3. Encouraging getting acquainted activities for district staff and community leaders

- Staff Development - this category is concerned with human relations activities that foster understanding and support for desegregation while eliminating the racism and divisiveness which hinder it. This type of training is suggested for all levels of individuals involved in the educational system.

  1. Utilizing reality therapy as a training sequence for teachers and administrators
  2. Conducting training in human relations for staff, students, and bus drivers
  3. Conducting training for teachers and other staff members in communications skills and classroom management
  4. Conducting training for teachers on the infusion of multi-ethnic materials into the curriculum

- Social Skill Development - this category is concerned with special programs designed to meet the needs of students experiencing adjustment problems both at school and at home. Helping students to develop productive means of coping and problem-solving frees

them to develop their academic potentials.

1. Increasing minority participation in student government
2. Developing an On Campus Suspension Center which utilizes reality therapy principles
3. Focusing district-wide efforts upon social aspects of education (i.e., student activities project, interethnic bulletin boards, using different voting techniques in student body elections)

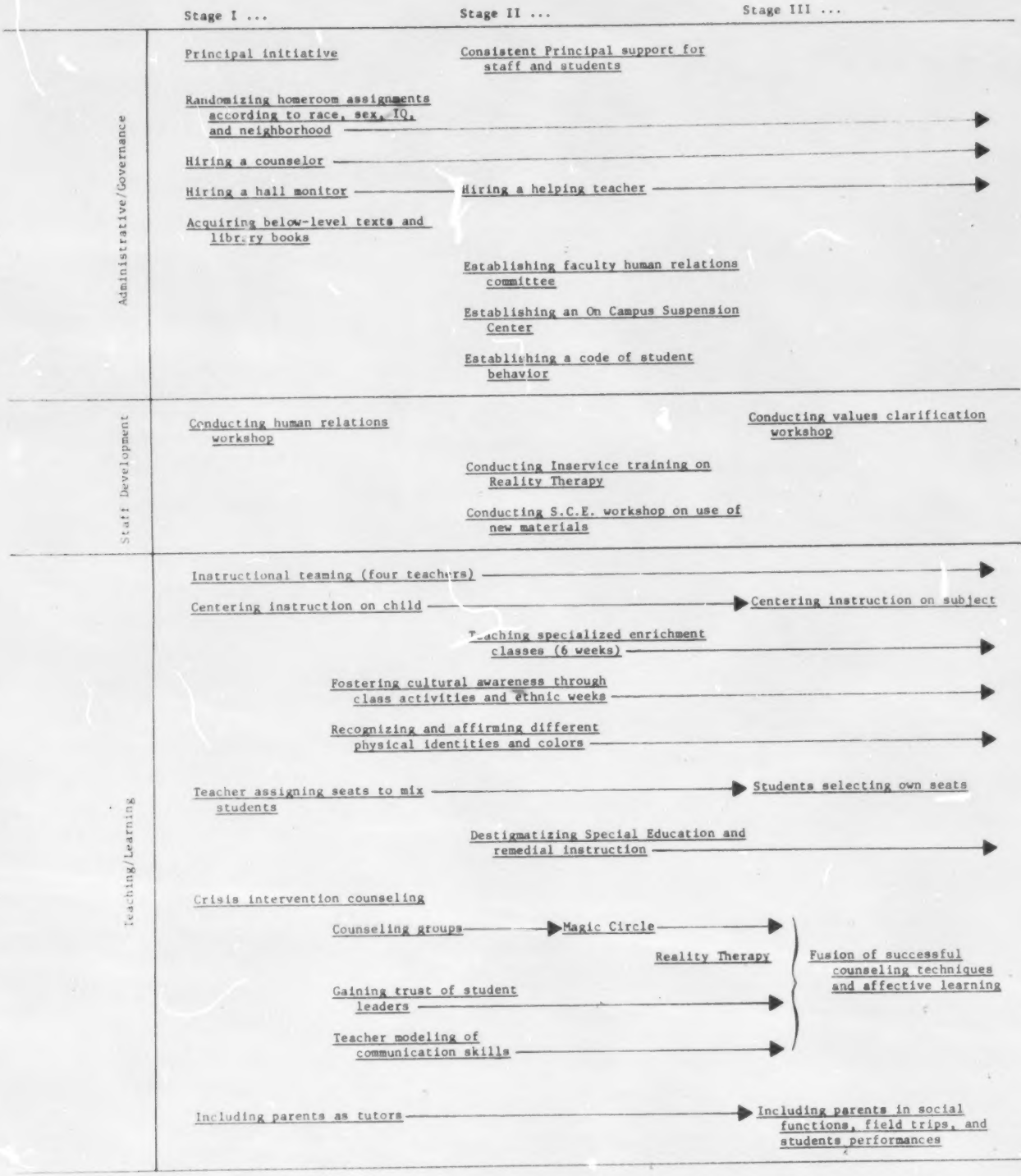
- Academic Skill Development - this category is concerned with special programs designed to meet the needs of educationally disadvantaged students (typically minorities). Programs are usually related to basic skill areas (i.e., reading, mathematics, and language arts).

1. Focusing district-wide efforts upon academic deficiencies at all levels (i.e., bilingual education, ESEA Title I reading, and diagnostic/intervention program)
2. Utilizing ESAA funds to meet the academic needs of students arising from efforts in desegregation (i.e., secondary reading program and Trilogy)
3. Instituting innovative programs at all levels (i.e., essential student competency development, non-graded individualized instruction, Texas Alliance for Minorities in Engineering)

A consistent theme of the central office interviews was the need for parental involvement and concern for their children's development in and out of school. Informed, cooperative parents appear to be integral to a school district's move into the desegregation process.

Figure 4

SUMMARY CHART:
STRATEGIES FOR SIXTH GRADE CENTERS*


Stage I ...
Stage II ...
Stage III ...
Administrative/Governance
Principal initiative
Consistent Principal support for staff and students
Randomizing homeroom assignments according to race, sex, IQ, and neighborhood
Hiring a counselor
Hiring a hall monitor
Hiring a helping teacher
Acquiring below-level texts and library books
Establishing faculty human relations committee
Establishing an On Campus Suspension Center
Establishing a code of student behavior
Staff Development
Conducting human relations workshop
Conducting values clarification workshop
Conducting Inservice training on Reality Therapy
Conducting S.C.E. workshop on use of new materials
Teaching/Learning
Instructional teaming (four teachers)
Centering instruction on child
Centering instruction on subject
Teaching specialized enrichment classes (6 weeks)
Fostering cultural awareness through class activities and ethnic weeks
Recognizing and affirming different physical identities and colors
Teacher assigning seats to mix students
Students selecting own seats
Destigmatizing Special Education and remedial instruction
Crisis intervention counseling
Counseling groups
Magic Circle
Reality Therapy
Gaining trust of student leaders
Teacher modeling of communication skills
Fusion of successful counseling techniques and affective learning
Including parents as tutors
Including parents in social functions, field trips, and students performances

* Stages represent a sequencing of strategies in two senses: on the one hand, the sequence covers developments over a span of years starting with the first year of desegregation; on the other hand, each school year beginning in September sees a replication of initial desegregation strategies and progresses through later strategies. Stage I strategies attempt to mix students of different ethnic groups and deal with short-run problems resulting from adjustment. Stage II strategies attempt to reintegrate students under a guiding ideology of cultural pluralism. Stage III identifies emergent trends or problems as yet unsolved.

In regard to the information contained in the summary chart for sixth grade centers, the WIEDS staff presents the following interpretations:

Principals

1. Common strategies mentioned by all three of the principals included:

   - Assignment of students heterogeneously to classrooms
   - Organization of teachers into instructional teams
   - Employment of a "helping teacher" to assist teachers and administrator

2. Each principal indicated that they had emphasized and assisted in training related to human relations, i.e., values clarification, reality therapy, etc.

3. Two of the principals were responsible for the establishment of On Campus Suspension Centers to deal with students who were discipline problems.

4. Two of the principals established faculty Human Relations Committees to deal with and improve relations among faculty members.

5. Additional strategies mentioned by individual principals as being successful in the desegregation process were:

   - Development of a student code to ensure that students were aware of expectations and limitations
   - Conduct of orientation sessions for in-coming fifth grade students
   - Use of a "borrowed" high school language teacher to teach enrichment classes

Teachers

1. Common strategies mentioned by a majority of teachers across the three sixth grade centers included:

   - Infusion of ethnic and cultural awareness through content areas
   - Use of successful counseling techniques to deal with racial/ethnic conflicts
   - Focus of instruction on individual child rather than on subject or group instruction

2. Strategies mentioned as particular to individual teachers included:

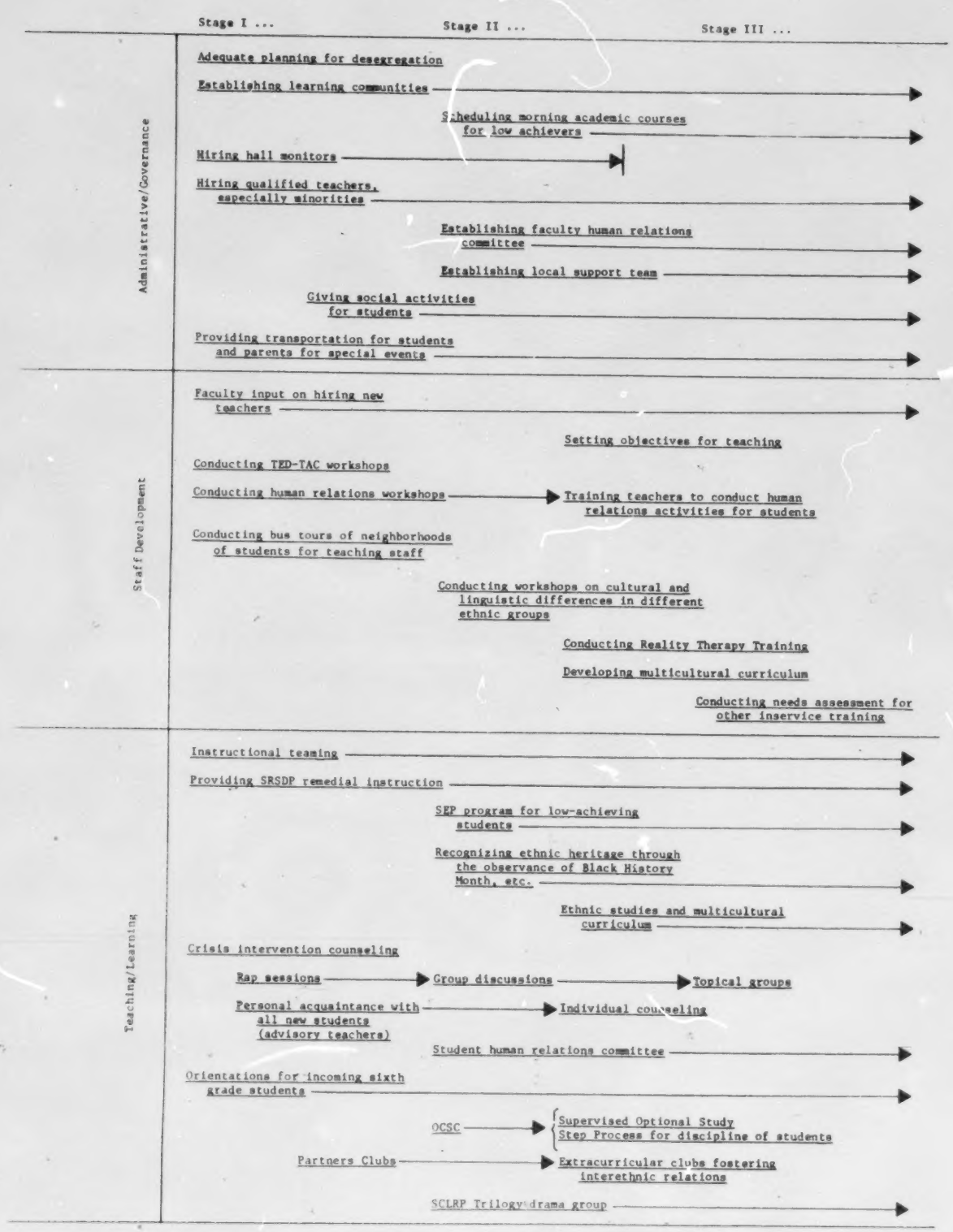
   - Use of behavior modification principles to reinforce desirable behavior
   - Establishment of an integrated classroom seating arrangement

- Conduct of classes for students dealing with assertiveness, values, and standards to foster independent thinking
- Use of parents as tutors, as monitors on field trips, or as guest lecturers
- Use of crisis intervention counseling techniques in small group settings

It appeared to be evident from the interview findings (see Appendix B: Field Study Report for details) that the principal played a major role in how the faculty viewed desegregation, students of different ethnic backgrounds, etc. For example, if the principal were an authoritative figure then the teachers appeared to require a more structured schedule for their students. Conversely, if the principal were viewed as warm and supportive by the faculty, then they (teachers) tended to approach the students in a more humanistic manner--recognizing and affirming different physical identities and colors. Even though team teaching was a common organization strategy of all the principals interviewed, each principal implemented the strategy differently. One principal had teams composed of two teachers (different ethnically) and the goal was to improve faculty relations, while the other two principals had teams of four teachers but for different reasons. One principal wanted more faculty involvement among members of the team, while the other principal desired that students be taught by a number of teachers and be exposed to as mary different students as possible.

Figure 5

SUMMARY CHART:
STRATEGIES FOR JUNIOR HIGH SCHOOLS*


Stage I ...
Stage II ...
Stage III ...
Administrative/Governance
Adequate planning for desegregation
Establishing learning communities
Scheduling morning academic courses for low achievers
Hiring hall monitors
Hiring qualified teachers, especially minorities
Establishing faculty human relations committee
Establishing local support team
Giving social activities for students
Providing transportation for students and parents for special events
Staff Development
Faculty input on hiring new teachers
Setting objectives for teaching
Conducting TED-TAC workshops
Conducting human relations workshops
Training teachers to conduct human relations activities for students
Conducting bus tours of neighborhoods of students for teaching staff
Conducting workshops on cultural and linguistic differences in different ethnic groups
Conducting Reality Therapy Training
Developing multicultural curriculum
Conducting needs assessment for other inservice training
Teaching/Learning
Instructional teaming
Providing SRSDP remedial instruction
SEP program for low-achieving students
Recognizing ethnic heritage through the observance of Black History Month, etc.
Ethnic studies and multicultural curriculum
Crisis intervention counseling
Rap sessions
Group discussions
Topical groups
Personal acquaintance with all new students (advisory teachers)
Individual counseling
Student human relations committee
Orientations for incoming sixth grade students
OCSC
Supervised Optional Study
Step Process for discipline of students
Partners Clubs
Extracurricular clubs fostering interethnic relations
SCLRP Trilogy drama group

* Stages represent a sequencing of strategies in two senses: on the one hand, the sequence covers developments over a span of years starting with the first year of desegregation; on the other hand, each school year beginning in September sees a replication of initial desegregation strategies and progresses through later strategies. Stage I strategies attempt to mix students of different ethnic groups and deal with short-run problems resulting from adjustment. Stage II strategies attempt to reintegrate students under a guiding ideology of cultural pluralism. Stage III identifies emergent trends or problems as yet unsolved.

Relative to the information contained in the summary chart for junior high schools, the WIEDS staff presents the following interpretations:

Principals

1. Common strategies mentioned by all three of the principals included:

   - Conduct of staff development activities in terms of reality therapy, ethnic studies, affective behavior, communication skills, and general human relations activities
   - Conduct of orientation sessions for incoming sixth grade students

2. Two of the principals supported an open, humanistic approach to teaching--staff and students alike to treat each other as individuals deserving respect.

3. Additional strategies mentioned by individual principals as being successful in the desegregation process were:

   - Organization of teachers into "learning communities"--teams of four teachers each
   - Development of the Step Process - a school-wide discipline policy which emphasized school expectations of students
   - Establishment of Faculty Human Relations Committee
   - Establishment of clubs and special gifted classes to foster tri-ethnic interaction

Teachers

1. Common strategies mentioned by a majority of teachers across the three junior high schools included:

   - Conduct of human relations activities for students
   - Use of counseling techniques to assist students with conflicts--emphasis on "talking" problems out through verbal expression
   - Incorporation of ethnic studies into related subject areas, i.e., social studies, career education, etc.

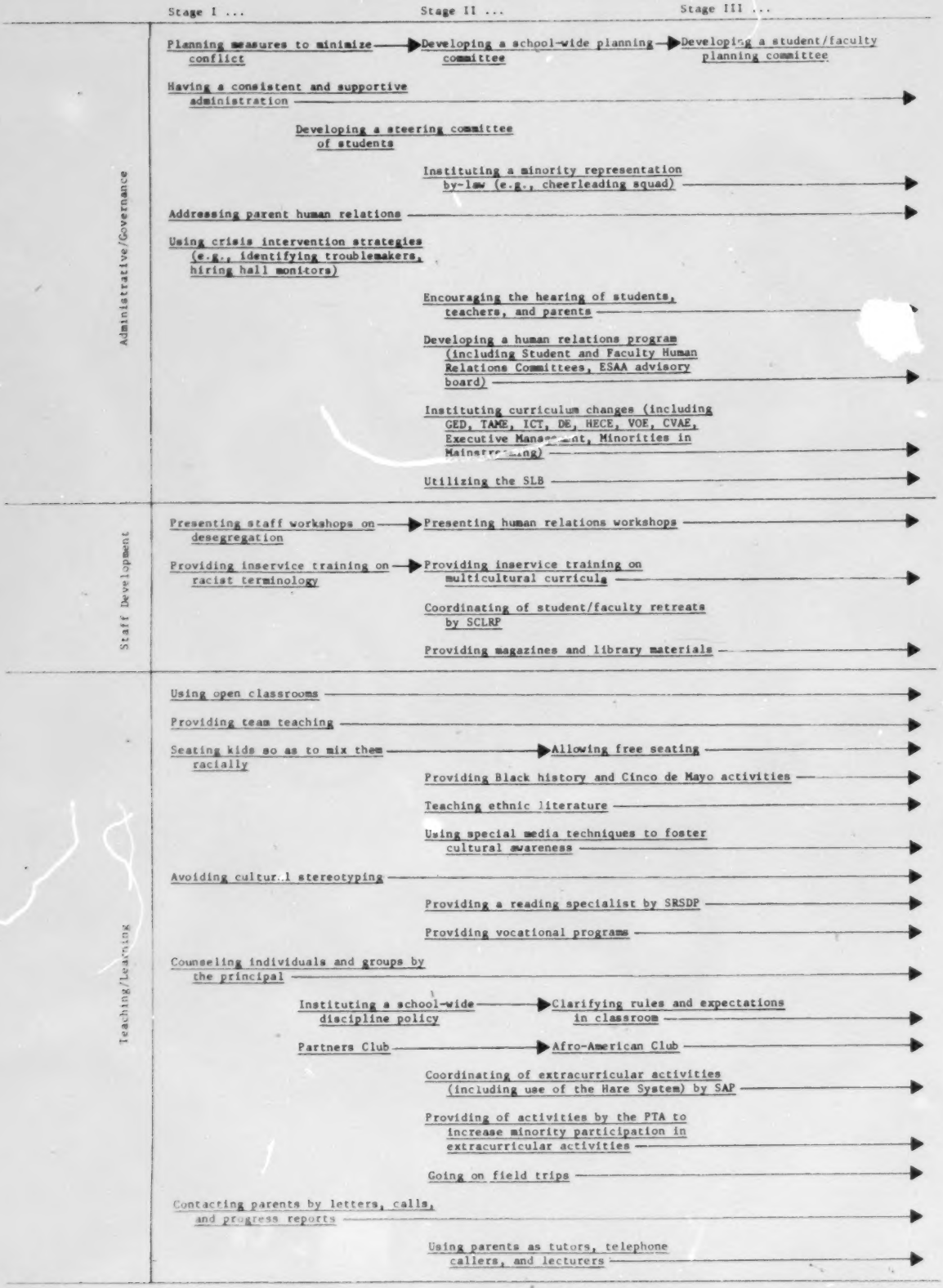
2. Individual teachers mentioned strategies which were successful in their desegregated classrooms as follows:

   - Conduct of Supervised Optional Study (SOS) as an intermediate discipline measure prior to administration involvement
   - Conduct of individual counseling or rap sessions with students to deal with student needs, problems, etc.
   - Provision of choice of activities to students to prevent frustration, boredom, etc.
   - Assignment of students to group activities by randomly drawing names

The three schools visited by WIEDS staff were quite different in regard to location, economic status of parents, interests of staff members, and school's relationship with community. Principals in two of the schools acknowledged the difficulty they experienced with involving parents--this occurred where a large portion of the student population was bused to school from another residential area in the city. Teachers at the three junior highs were interested in student involvement (both social and academic), while principals were concerned with maintaining order and peace. These two expectations or interests resulted in conflicts sometimes because student involvement gave rise to differences (in views, values, needs, etc.) and the administrators viewed these differences as disruptive to the learning process. Principals, at the junior high level, did not tend to involve themselves with the organization of faculty for instructional purposes--most often "departmentalization" was the method of staff organization. Counseling (rap sessions, group discussions, and topical groups) appeared to play a major role in the instructional activities of many of the teachers.

Figure 6

SUMMARY CHART:
STRATEGIES FOR HIGH SCHOOLS*


Stage I ...
Stage II ...
Stage III ...
Administrative/Governance
Planning measures to minimize conflict
Developing a school-wide planning committee
Developing a student/faculty planning committee
Having a consistent and supportive administration
Developing a steering committee of students
Instituting a minority representation by-law (e.g., cheerleading squad)
Addressing parent human relations
Using crisis intervention strategies (e.g., identifying troublemakers, hiring hall monitors)
Encouraging the hearing of students, teachers, and parents
Developing a human relations program (including Student and Faculty Human Relations Committees, ESAA advisory board)
Instituting curriculum changes (including GED, TAME, ICT, DE, HECE, VOE, CVAE, Executive Management, Minorities in Mainstreaming)
Utilizing the SLB
Staff Development
Presenting staff workshops on desegregation
Presenting human relations workshops
Providing inservice training on racist terminology
Providing inservice training on multicultural curricula
Coordinating of student/faculty retreats by SCLRP
Providing magazines and library materials
Teaching/Learning
Using open classrooms
Providing team teaching
Seating kids so as to mix them racially
Allowing free seating
Providing Black history and Cinco de Mayo activities
Teaching ethnic literature
Using special media techniques to foster cultural awareness
Avoiding cultural stereotyping
Providing a reading specialist by SRSDP
Providing vocational programs
Counseling individuals and groups by the principal
Instituting a school-wide discipline policy
Clarifying rules and expectations in classroom
Partners Club
Afro-American Club
Coordinating of extracurricular activities (including use of the Hare System) by SAP
Providing of activities by the PTA to increase minority participation in extracurricular activities
Going on field trips
Contacting parents by letters, calls, and progress reports
Using parents as tutors, telephone callers, and lecturers

* Stages represent a sequencing of strategies in two senses: on the one hand, the sequence covers developments over a span of years starting with the first year of desegregation; on the other hand, each school year beginning in September sees a replication of initial desegregation strategies and progresses through later strategies. Stage I strategies attempt to mix students of different ethnic groups and deal with short-run problems resulting from adjustment. Stage II strategies attempt to reintegrate students under a guiding ideology of cultural pluralism. Stage III identifies emergent trends or problems as yet unsolved.

In regard to the information contained in the summary chart for senior high schools the WIEDS staff presents the following interpretations:

Principals

1. Common strategies mentioned by all three of the principals included:

   - Establishment of faculty and student planning and human relations committees to ensure that each individual in the school has an avenue for expressing his or her views
   - Conduct of teachers and counselor human relations training
   - Encouragement of teachers and counselors to modify curricula to be more appropriate for a multi-cultural student body
   - Encouragement of minority group student participation in extracurricular activities
   - Development of special methods and policies for handling discipline problems and disruptions

     a. One principal utilized extensive one to one counseling techniques
     b. One principal utilized extensive parent cooperation, e.g., asking parents to keep students at home once disruptions on a large scale occurred.
     c. One principal outlined an elaborate documentation and "due process" procedure to ensure the fair treatment of each student
     d. All three principals utilized the On Campus Suspension Center technique (OCSC) or some variation of it (e.g., In School Suspension--ISS).

2. One of the principals made a concerted effort to secure parental involvement throughout the school year by:

   - Recruitment of parent volunteers through the PTA
   - Conduct of student parent breakfast activities through the year
   - Establishment of telephone committees to contact minority group parents and urge their participation in school activities

3. One principal took a personal interest in the developing and securing of multicultural classroom materials for teachers on an individual basis.

4. Another principal made extensive use of the open classroom and team teaching concept.

5. Two of the principals departmentalized the school and increased interaction among the teaching staff by doing so.

Teachers

1. Strategies mentioned as effective by the teachers interviewed included:

   - Conduct of group discussions concerning ethnic issues. This seemed to be a common technique for teachers in all three schools.
   - Conduct of classroom skits in foreign languages class to highlight cultural differences

2. One teacher took a somewhat different approach by emphasizing cultural similarities rather than cultural differences.

3. Each teacher used some method to ensure mixed seating in their classrooms.

4. Techniques to increase cultural awareness also appeared to be dependent upon the subject matter taught (e.g., English teachers used novels and writings of minority authors, social studies and history teachers used speeches by political leaders and current events to stimulate classroom discussions).

5. Each teacher used some form of communication with parents (e.g., telephone calls, written reports, and letters) to maintain some form of continuity between the students' home and school experiences.

The interview findings (see Appendix B: Field Study Report) indicated that while teachers and principals had the same overall goals in the school desegregation process (interracial harmony, cultural awareness, and educational efficiency), they sometimes were concerned with different issues. For instance, principals had a sincere concern for carrying out the policies of the district central office. They also were concerned with school community relations and the smooth, efficient carrying out of school activities. On the other hand, teachers were more concerned with the curricular aspects of desegregation and spent a great deal of time devising class activities and modifying the curriculum to reflect the differences in home background and out-of-school experiences of their students. Teachers were concerned with the philosophical issues motivating the civil rights movement, attitudes and behaviors influencing classroom intergroup relations,

and accounting for differences in academic performance due to cultural and ethnic diversity. Principals were more concerned with the implications that these philosophical issues and cultural differences had for school procedures (e.g., school-wide discipline policies) and school community relations (e.g., parent/administration planning activities and parent/teacher/student get acquainted activities).

Comparisons

- Principals Across All Levels

One factor that was identified and discussed as the basis for different strategy emphasis at the high school level (in comparison with junior high and sixth grade centers) was age difference. The high school principals found it necessary to spend more time in policy development related to the "due process" in discipline matters. The junior high and sixth grade principals did not identify this as a priority area for strategizing.

Another area of emphasis at the high school (and not so at the sixth grade or junior high levels) was the adoption and implementation of central office programs dealing with the extensive use of career and skills training oriented materials. This was necessary at the senior high level because this age student would be moving into the "world of work" in a very short period of time and the principal was the key agent in making sure that these opportunities and experiences were available to students.

The age group of students at the high school level needs to be more involved with school policy making and planning school activities; therefore, the principals found it necessary to develop strategies to ensure student participation in these areas. At the other two levels, students are usually perceived as being not old enough to participate, so the policy making and activity planning were the responsibilities of the principal and staff only.

Relative to organization of staff within the building, the sixth grade center principals used several forms of "team teaching" while junior high and senior high principals relied on departmentalization of their staff members. The two general advantages of "teaming" in a desegregated school appear to be: (1) increased staff interaction, teaming with staff members of other ethnic backgrounds for acceptance and awareness, and (2) the

opportunity to build on the instructional strategies of all members of a team.

At the high school and junior high levels, principals made extensive use of their guidance counselors as crisis intervenors and assistants with discipline problems that occurred. The sixth grade principals used their counselor as a liaison agent between teachers and students, with very little responsibility for discipline, problem-solving, etc.

High school and junior high school principals were responsible for ensuring ethnic representations on student government, in club memberships, extracurricular activities, etc. The principals had to select/develop strategies to provide this equal representation and this became an area of priority (since it was part of the legal requirements of the district). Principals at the sixth grade centers indicated that there were no extra-curricular activities; therefore, this area was not one of their major concerns.

The sixth grade principals and junior high principals viewed the school/community relationship as being vital to them because they must rely on the parents of the students to provide transportation for students when activities were conducted outside of regular school hours. Thus, more strategies in this area were indicated by principals at the sixth grade center and junior high levels, than at the senior high school.

- Teachers Across All Levels

Due to the factor of age difference, high school teachers found it necessary to involve students more in the planning of instruction and to give students more responsibility for their learning than at the other two levels. During the high school years students appear to place a premium on activities which require some degree of responsibility, allow some indepen-

dence and can be related to their everyday experiences. Therefore, teacher desegregation strategies at the high school level involved discussions of contemporary issues, student selected take home assignments, and various types of group activities highlighting similarities and differences among ethnic groups.

At the sixth grade centers, teachers have found it less difficult to infuse multicultural materials into the curriculum because they were usually involved in teaching more than one subject. At the junior high and high school levels, teachers operated in a departmentalized mode and they were usually responsible for one subject area only. It was indicated that some subject areas were not appropriate for the infusion of multicultural material.

Teachers at the sixth grade level tended to be more flexible in their instructional strategies (i.e., individualized instruction, open concept, learning centers, etc.) than their counterparts at the secondary levels. In essence, sixth grade teachers appeared to be student-oriented whereas the junior and senior high teachers were more subject-oriented in their teaching strategies.

- Central Office Interview Data

Perhaps the overriding concern of the district's central office, as indicated in the interview data, was the problem of compliance. First of all, it appeared that the decisions and planning at the central office level were attempts to free the district of legal recriminations resulting from school desegregation. Hence, the findings indicated a history of school desegregation which included busing, establishment of sixth grade centers, redrawing attendance zones, etc.

The next concern of the central office strategies appeared to be with

the implementation of any school desegregation-related activities with as much success as possible (i.e., with little or no resistance). The many new offices and their assortment of crisis intervention techniques, community relation strategies, human relations training techniques, and cultural awareness activities were responses to this concern.

The final concern of the central office personnel was the provision of effective and appropriate educational programs for students in desegregated schools. Central office responses to this concern included the various compensatory education programs and emphasis with the infusion of multicultural materials into the school district's curriculum.

• Principals to Central Office

At the principal level, central office strategies demanded attention in several areas. Principals had to decide (1) whether a particular central office program was desirable for the school, and (2) whether or not the school's staff could and would implement it. Principals had to also be concerned with the effects of a central office program upon management processes within the school. For example, a principal whose school experienced a high number of disciplinary suspensions might desire an On Campus Suspension Center (OCSC) system. However, without the proper facilities or staff for implementation and management of an OCSC, the installation of the system could become a problem.

These effects were a reflection of the most unique difference in the central office's and the principal's experiences with desegregation. Although an efficient central office staff can plan and organize with maximum efficiency, it is the principals who must actually face the parents, many of whom are infuriated, and the sometimes uncooperative students during the course of a school day. Strategies of principals appeared to be less

structured and more situationally dependent than the programmatic developments at the central office level. This flexibility can only be considered an asset, for no two situations or individuals are alike.

• Teachers to Central Office

Basically, the same relationships existed between teacher and central office strategies as between principal and central office. Teachers must take a broad educational concept, such as individualizing instruction (which may be considered to be one answer to minority group underachievement) and adapt it to their classrooms. However, this may not be completely possible in a classroom with 30 students, each with different abilities. This reflects the same difference that existed between principal and central office strategies; conceptualization is different from implementation. Teacher strategies were more individually suited for their classroom and the content is more academically-oriented than the broad district-wide programs developed at the central office level.

The wide range of strategies identified in this report indicates the complex nature of the school desegregation process and the problems experienced in AISD. The district is moving in the direction of a more completely desegregated school system, but it still must deal with several major obstacles prior to attaining this goal.

4. CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

Summary Statements

Problem Statement

The purpose of the WIEDS study was to initiate a pilot research effort which attempted to identify and describe the successful desegregation strategies and remaining areas of need as determined by administrators and teachers in selected desegregated schools.

Methodology

Two sources of data were utilized for the purpose of this initial study--desegregation literature and selected school district personnel within a close proximity of Austin, Texas. A comprehensive review of literature was conducted by the WIEDS project team (see Literature Review Report - Appendix A) and on-site interviews were conducted with central office personnel, principals, and teachers in two selected school districts (see Field Study Report - Appendix B). Both of these data collection efforts categorized findings in terms of three types of strategies: 1) administrative/governance, 2) staff development, and 3) teaching/learning.

Findings

Literature Review

The Literature Review Report (Appendix A) indicated that school desegregation does not occur in a vacuum, i.e., local and national conflicts and concensus help determine the particular direction judicial and governing bodies will take when they decide that school systems will be desegregated. Different types of pressures (i.e., the courts, the

Department of Health, Education, and Welfare, local or state pressures) to which school districts respond with respect to desegregation efforts, different community variables (i.e., ethnic ratios, economic factors, residential patterns), and school variables (i.e., location, size, ethnic populations of student enrollment) all influence the effectiveness of any applied desegregation strategy. Political motivation, community attitude toward desegregation, the possible sacrifices of educational efficiency to the initiation process itself, and the particular stage of desegregation in which a district finds itself are all factors to be considered before committing to a desegregation strategy, particularly in regard to administrative/governance activities.

The WIEDS literature review was confined to the documentation of organization and programmatic desegregation strategies at three levels: (1) central office personnel, (2) principals, and (3) classroom teachers. Organization strategies describe the techniques and activities resulting from planning ways to move students and/or faculty from campus to campus for the purpose of responding to school desegregation requirements as mandated by the courts and/or government. Programmatic strategies describe the methods and techniques used to deal with the issues and problems which arise as a result of implementing organization strategies concerning school desegregation.

The literature review revealed information regarding (1) the pressures to desegregate schools and (2) the effects of such desegregation efforts have been well documented in research reports and studies. However, little information in the literature existed concerning strategies used by and reported by central office personnel, principals, and teachers to improve education in desegregated schools and classrooms. The literature that

did exist was usually obtained from and descriptive of activities at the central office and principal levels, since it appears that these were the persons most often sought out for school desegregation information.

According to the literature reviewed, most studies of principals (elementary and secondary) were focused on broad operational or building concerns and did not deal with the application of practical solutions to the broad concerns. Relative to successful classroom desegregation strategies, the amount of information found from the literature reviewed was limited. The literature reviewed indicated that most researchers stopped short of investigating the desegregated classroom environment. Some attempts, according to the literature reviewed, have been made to collect information about classroom strategies at the central office and principal levels through the use of mailed surveys or questionnaires. Where teachers have reported on successful school or classroom desegregation strategies, it has usually been in the form of anecdotal data (e.g., Manie Culbertson's book entitled May I Speak: Diary of a Cross-over Teacher).

There were some teacher handbooks (how-to types) which described strategies for implementing multiethnic programs, but these usually were not concerned with the teacher's adaptation of strategies and materials as required in a desegregated classroom.

Throughout the literature review, the importance of community involvement and the involvement of students in the school desegregation process was mentioned often. Discussions concerning the significance of certain demographic characteristics (e.g., student ethnicity, income levels) influence on the selection of strategies by central office personnel and principals did not appear in the literature reviewed.

While more than ten publications were reviewed relative to the description of inservice training workshops that have occurred and to the prescription of models for the training process, little long-term follow-up on the impact of such training has been conducted. There was no information found regarding changes incorporated into desegregated schools once the workshop participants had returned to their classrooms and offices.

In summary, a comprehensive description of the process for developing new ways to effectively deal with issues and problems arising from desegregation in various classroom and school settings was not found in the WIEDS literature review.

On-Site Interviews

Relative to the results in the WIEDS Field Study Report (see Appendix B), the desegregation process for a school district usually begins in a legal context via some judicial or governmental action. As indicated in the report, the central office level of a school district is usually the first level to be impacted by a court or governmental mandate. Central office personnel often begin by planning ways of moving students and/or staff from campus to campus as initial response actions to court or governmental mandates. Based on this planning, organization strategies are identified and implemented. During the implementation process, certain problem and need areas arise which are documented. Then, central office personnel select or develop programmatic strategies to deal with these problems and/or needs. For example, programmatic strategies for teachers might be focused on staff development programs and curricular changes. With respect to students, programmatic strategies may be directed toward curriculum changes in the areas of basic skills and human relations.

The second level of a district to be impacted by court or govern-

mental decisions is the school building or principal level. Principals, like central office personnel, are involved with organizational strategies designed to reorganize students and faculty. Also, these building administrators get involved with programmatic strategies which are either adaptations of central office strategies or are initiated at the building level. Generally, these programmatic strategies can be grouped into categories similar to those in the central office, except that the area of instructional management is included to address those kinds of needs.

The third level impacted by court or governmental decisions is the classroom teacher level. While central office decisions (strategies) flow down to the principal level, classroom teachers often act independently (i.e., using their own techniques to deal with discipline problems rather than district-wide or principal recommendation), so that there are both teacher-initiated (ideas of individual teachers) and principal-initiated (ideas of individual principals) programs. However, the teachers' strategies follow the same general classification scheme as central office personnel and principals, i.e., developing organization strategies (which include organizing students for instructional and non-instructional experiences and programmatic strategies (which include strategies related to instructional techniques and to classroom management of the instructional program).

The following outline highlights the categories of school desegregation strategies per level identified in the field study effort:

- Central Office Personnel
  1. Organization Strategies
     a. Student Reorganization Plan
     b. Faculty Reorganization Plan
     c. Establish/Maintain Quotas/Goals
  2. Programmatic Strategies

a. Teachers (Curriculum/Staff Development)
b. Students (Basic Skills/Human Relations)

- Principals
  1. Organization Strategies (Student/Faculty)

  2. Programmatic Strategies
     a. Adapted from District Programs
     b. Developed by Building Principal

- Teachers
  1. Organization Strategies (Instructional/Social)

  2. Programmatic Strategies
     a. Adapted from School Programs
     b. Developed by Individual Teacher

Implications

As indicated by St. John in School Desegregation: Outcomes for Children (1975), more valuable research in desegregation could occur if efforts were focused on small scale studies which utilized anthropological techniques to study the desegregation process. There is a noticeable lack of field studies that utilize a variety of research methodologies, both quantitative and qualitative. This would seem to imply that there is a need for a variety of approaches to the study of school desegregation and its effects/outcomes which generates objective as well as subjective research data findings.

Studies of principals were concerned mostly with broad operational or building concerns and not with the application of practical solutions to these concerns. The absence of data regarding programmatic strategies, based on the WIEDS Literature Review (at central office, principal, and teacher levels), indicates that the study of school desegregation in the United States is still incomplete. The implication appears to be that additional research is needed which (1) focuses on the development and application of successful strategies used in desegregated schools by

central office personnel, principals, and teachers and (2) contributes to enhancing the educational experiences for all concerned.

Principals and central office personnel interviewed by the WIEDS staff implied that there is still a great need for more information about many areas of the school desegregation process. These areas include (1) the historical context of districts' moves into desegregation, (2) superintendent and school board decisions which respond to desegregation and are proported to be reflective of the community's wishes, (3) community input and roles in the school desegregation process, (4) contributions of the business sector to the school desegregation process, (5) reactive and proactive strategies used by teachers, principals, and central office personnel in the desegregation process, (6) student achievement in the cognitive, affective, and psychomotor domains as a result of attending/participating in desegregated schools, and (7) the inservice/preservice training requirements/experiences of teachers prior to and following their becoming a part of desegregated schools/classrooms.

The exploratory phase of the WIEDS study was confined to selected desegregated school professional staff, even though the importance of student and community involvement was mentioned often in the literature and the interviews. The USCCR report, Fulfilling the Letter and Spirit of the Law (1976), indicated that community involvement in planning ensured commitment to the outcome. Also, student participation in the role of the desegregation process is vital to its success. This would seem to imply that more in depth descriptions and analyses of the school desegregation process can be developed through the inclusion of students and community persons in research efforts concerning school desegregation.

Frequently, principals who were interviewed stated that the social and economic levels of the parents of children in school determined the operational and programmatic desegregation strategies selected. Other factors such as ethnic background, educational background, and occupation were mentioned also as important to consider and include in school desegregation studies. The implication appears to be that there is a need to study successful school desegregation strategies along with the influence of demographic characteristics as a method of attempting to better understand the impact of school desegregation.

It was suggested in several literature sources that sizeable in-service training programs for teachers and administrators were essential to the provision of high quality education in desegregated schools and classrooms. Also, it was indicated that short-range policies to increase the successful desegregation of schools/classrooms should include providing more information and better practices for teachers, parents, and school administrators and developing/sponsoring training programs for these persons. Mentioned on several occasions during the interviews, "we (educators) could use sound training and staff development activities to motivate us to become creative...to be involved in the desegregation process." The implication appears to be that there is a need to study ways to help teachers and administrators learn how to deal with problems resulting from multi-racial education and means for ensuring that inservice training and staff development will be directly related to educators' needs, offer proven solutions, and be responsive to educators' inputs.

Based on the results of WIEDS' exploratory efforts (literature review and initial interviews) in desegregation research and the aforementioned implications resulting from those efforts, the WIEDS Project staff con-

cluded that additional research efforts should be conducted in the following two areas:

(1) the identification of successful school desegregation strategies and remaining areas of need as perceived by central office personnel, principals, teachers, students, and community representatives.

(2) utilizing the strategy and need information identified to design and produce more effective inservice training/staff development guidelines and models for use in desegregated schools.

Recommendations

In addition to the two implied areas for further research, the experiences and findings from this first phase of WIEDS has led the staff to make the following recommendations concerning future studies:

(1) that a more indepth secondary analysis be conducted of the U. S. Commission on Civil Rights Desegregation Case Studies with respect to identifying desegregated school successful strategies and what are remaining areas of need. These documents should provide valuable information about school desegregation activities outside of the SEDL Region.

(2) that an exploratory study of inservice training/staff development efforts at selected desegregated schools and/or districts be undertaken in order to provide some indications of what has been tried in the SEDL Region. This information could help to establish a base upon which plans can be developed for conceptualizing and developing inservice and staff development guidelines and models to be used in desegregated schools.

(3) that plans be developed and written for effectively disseminating the results of these and other WIEDS findings to practitioners involved with school desegregation. Such efforts could help to ensure that research findings do indeed find their way to those who need it at the "grass roots" level. Care should be taken to make sure the information is presented in such a fashion that it can be understood and used by school desegregation practitioners.